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ABSTRACT

Described is a federally funded summer program for 139 disadvantaged 5- and 6-year-old children. Preparation and planning aspects (including the proposal, objectives, and preservice training) are reviewed. The program is said to emphasize methods for implementing individualized instruction. Discussed and evaluated are inservice training components. Program evaluations by the teachers and aides are provided, and 13 recommendations (including continued use of behavioral objectives and consultants) are set forth for future programs. Appendix A is an outlined program description with performance and process objectives in the areas of prereading readiness, math, psychomotor behavior, and affective behavior. Appendix B presents pretest and posttest scores on 67 behavioral objectives, while Appendix C lists materials and books used in the summer program. (CL)

ED105695

INTRODUCTORY EXPERIENCES IN FIRST GRADE

ESEA Title I
Madison County Public Schools
Summer - 1972

Charlene Imhoff - Director
H. W. Straley - Instructor

Thomas Scranton - Principal
John Shoudt - Psychologist

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EC 072 388

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Preface

The program described and evaluated in this manuscript was funded under the provisions of Title I of the Elementary and Secondary Education Act. Section 201 of this Act provides that: "In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be a policy of the United States to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."

The Madison County program was designed to meet the specific educational needs of educationally deprived children residing within the boundaries of Madison County. The program, under the direction of Mrs. Charlene Imhoff, specified definite behavioral objectives and then set upon the task of accomplishing those objectives. The sections included in this manuscript will elaborate on the purpose and general goals, a description of the students, teachers, aides, and supplementary personnel, preparation and planning, methods for implementing individualized instruction, in-service training, pre- and post-test results of the specific objectives, conclusions drawn, and recommendations for future programs.

The authors of this manuscript wish to express their appreciation to Mrs. Alpha Smith, Assistant Supervisor, Title I, and Mr. William Wetsel, Superintendent of Madison County School Division, without whose efforts this program would not have been possible.

We have made every effort possible to be objective in our description and evaluation. Our feeling is that only our honesty in reporting this program will aid others in developing future programs.

Purpose And General Goals of ESEA Title I

The basic purpose of ESEA Title I is to provide financial assistance to local school divisions, serving eligible ESEA Title I students in accordance with the United States Office of Education.

Title I insures that each local school division participates in assessment of learner needs, educational programs as determined by needs assessment, evaluations of Title I activities, parent involvement and dissemination of Title I information.

Assistance is provided by ESEA Title I to the local school division in the development and evaluation of reading and mathematics instructional activities to upgrade the achievement level of ESEA Title I students.

Staff development activities and in-service training are also essential goals of all ESEA Title I programs.

The summer program for Madison County - "Introductory Experiences in First Grade" was funded by ESEA Title I funds. The goals and objectives were determined by the exhibited needs of the children involved and in accordance with the goals established by ESEA Title I and the United States Office of Education.

Description of Students, Teachers, Aides and Supplementary Personnel

There were 139 students enrolled in the program. Complete background information was available for 124 students. This information included student's age, educational level of the head of the household, occupation of the head of the household. The age range was from 5 years 9 months to 6 years 9 months. The median age was 6 years 3 months or 75 months.

Three major criteria have been used in the past (Hollingshead and Redlich, 1958) to identify social class. The criteria are (1) address of residence, (2) level of education, (3) occupation. In a rural county the criterion of address of residence is not applicable. The primary source of income in the County is agricultural. One is, therefore, not likely to find affluent areas or ghettos as such. One is more likely to find substandard housing and expensive housing in close proximity on the same county road. The two remaining criteria, educational level and occupation were used in an effort to determine those children within the County which could be considered disadvantaged.

Educational level of the head of the household was divided into 5 broad categories. Professional training was given a score of 1. College graduate and some college was given a score of 2. High school graduate received a score of 3. Completion of Grades 7 through 11 was given a score of 4 and less than 7 years of formal school was given a score of 5. The categories in the occupational scale devised by Hollingshead were given the following scores: high executives, proprietors of large concerns and major professionals were given a score of 1; business managers, proprietors of medium-sized businesses and lesser professionals were given a score of 2; administrative personnel, small independent businesses and minor professionals were given a score of 3; clerical and sales workers, technicians and owners of small businesses also were given a score of 3; skilled manual employees, machine operators and semi-skilled employees were given a score of 4; unskilled employees were given a score of 5. The average of the scores for educational level and occupation were used. Average scores of 4 or 5 were considered as falling within the disadvantaged category. Utilizing those criteria, 87 children fell in the disadvantaged category.

There were 10 teachers employed in the kindergarten program. Nine of the teachers had previous teaching experience with elementary school children. There were 10 teacher aides all of whom had been enrolled in teacher-training programs

immediately prior to their employment in the kindergarten program. The Director of the Title I program, who was serving her first year in this capacity, was also a consultant in the area of language development. The Principal of the summer program also served as consultant in the psycho-motor domain. The School Psychologist served as consultant in the affective domain. The consultant in the area of mathematics was also the Instructor for the in-service training course.

Preparation and Planning

Proposal: In accordance with the guidelines established for pre-school programs by Title I of the Elementary and Secondary Education Act, a proposal was written and submitted describing a kindergarten program for the summer of 1972. (See Appendix A for a description of the Summer Program.)

Objectives: Particular emphasis was placed upon developing behavioral objectives appropriate for the level of achievement of the target population. The objectives were formulated by teachers and consultants. Language, mathematics, psycho-motor and affective domains were represented by objectives thought to be appropriate for the children in the program. A substantial amount of time was devoted to an examination of the inter-relationships among objectives as well as their proper sequencing. (See Appendix B for a description of the behavioral objectives.)

Pre-Service Training: There were five work days for teachers, aides and consultants prior to the children's first day of school. The first two days, meetings were held at Graves' Mountain Lodge. It was felt that a leisurely setting would enhance staff cohesion. Between 9:00 A. M. and 2:00 P. M. the staff received instruction on the use of manipulative devices in stimulating a child's interest in an awareness of quantitative relationships, and finalized the list of behavioral objectives.

In the remaining three days a pre-test was devised to evaluate each student's ability in relation to the stated objectives. Further in-service instruction was provided and teachers and aides prepared their classrooms for the arrival of the children.

Materials were carefully selected which would be appropriate for instruction directed toward the behavioral objectives of the program. (See Appendix C for a description of the materials used in the program.)

Methods For Implementing Individualized Instruction

Title I programs in Madison County Public Schools are developing an individualized approach to education. The major components of this approach include the development of learning center-oriented classrooms and the use of behavioral objectives.

The summer kindergarten program provided an excellent opportunity for teachers to develop techniques for individualizing their classroom instruction. The ratio of teachers and aides to children was approximately 1 to 6. The comprehensive pre-testing of each child provided teachers with a significant amount of information regarding each individual's areas of strength and weakness. Materials were purchased with the express intent of being compatible with a learning center approach. As a part of the in-service training course, teachers and aides developed additional instructional materials to be used in learning centers. They were also instructed on the use of materials such as Cuisinaire Rods and Attribute Blocks which are easily developed into learning centers. Also, the consultants in the program visited the classrooms and assisted the teachers in developing a coordinated learning center approach. Consultants also were actively involved with children in the learning process.

In-Service Training

An in-service course was offered to each of the teachers and teacher aides in the summer kindergarten program. The course was Education 108-D (University of Virginia), Problems in Teaching Mathematics. The participants earned three hours graduate or undergraduate credit, depending on their status. The course dealt with five main areas which are described in the following paragraphs.

Manipulative devices appropriate for pre-school and primary teaching were discussed in a workshop format. The participants actually worked with the materials (primarily Attribute Blocks and Cuisenaire Rods) under the direction of the instructor. Practical techniques for using these types of materials were discussed and demonstrated. Each participant wrote a paper concerning her own efforts with children using some manipulative device.

The work in pre-school and primary grade mathematics instruction of Frederique Papy was investigated. The participants read Mathematics and The Child by Frederique Papy and discussed her work in a seminar format. A demonstration class using some of Madame Papy's ideas was presented using children in the program. Each participant wrote a paper describing her replication of one of Madame Papy's classes.

The cognitive development of young children as theorized by Jean Piaget was investigated. The participants read Piaget For Teachers by Hans Furth and discussed Piaget's contributions in a seminar environment. Each participant replicated one of Piaget's experiments with several children and then presented her findings in a paper.

The participants were given instruction in how to develop their own learning centers (called shoe boxes). They were given the opportunity in a workshop format to explore teacher-made shoe boxes and then to discuss the idea of teacher-made learning centers. Each participant developed two such shoe boxes which they used with the children in their own class. Each participant presented one of her shoe boxes to the class on her experience.

The final area consisted of the teacher and the instructor working with the children in the teacher's classroom. The instructor actually spent a total of three weeks in the children's classrooms working with the individual teachers

in an effort to help them individualize their instruction.

The in-service course was a success. There were, however, several rough spots. The seminar met after the teaching day and by that time the teachers were tired. This did not allow for as full an exchange of ideas as might have occured. The selection of Piaget for Teachers as one of the texts was a mistake. The book is too difficult for someone who is starting to read Piaget's theory. In an evaluation of the course by the teachers it seemed that the most significant areas were the development and discussion of the shoe boxes. The approach of having the participants replicate the work of Papy and Piaget was well accepted. The papers also seemed to stir some enthusiasm for further study of both Piaget and Papy.

Below is the evaluation of the in-service training as completed by teachers and aides: Rate the following as having no, little, significant, or extreme value to your education as a teacher.

	N	L	S	E
1. Piaget Book		13	3	
2. Piaget Discussion		9	6	1
3. Piaget Paper		4	11	1
4. Papy Book	1	4	10	1
5. Papy Discussion	1	4	11	
6. Papy Paper		7	9	
7. Making Shoe Boxes		2	8	6
8. Discussing Shoe Boxes		1	9	6
9. Evaluating Shoe Boxes	1	6	7	2
10. Demonstration Class	1	6	7	2
11. In-Class Help		7	6	3

Conclusions

It is apparent from the absolute number of post-test objective items passed compared to the number of pre-test items passed that a great deal of learning occurred during the kindergarten program.

Appendix B presents pre-test and post-test results. The scores refer to the percentage of children who successfully completed each objective test item. The increase in percentage between pre- and post-test represents the number of children who mastered the objective during the summer program.

It was necessary to exclude the data from three of the ten classes due to a systematic bias introduced during testing. Exclusion was the result of possible inaccuracy in scoring of pre-tests. The three classes which were excluded deviated by more than 15% above as well as below the grand mean of the number of children failing each item.

No formal basis exists for comparison on objectives between children who were exposed to the kindergarten program and those who were not. We, however, felt that children who did attend the program did gain in the cognitive and also the social spheres. We have no basis to comment on what growth may have occurred had these children not been exposed to the kindergarten program or simply as a result of maturation.

It is concluded that this program offered teachers a very good opportunity to develop skills appropriate for individualizing classroom instruction. The necessity for training along these lines was greater than had been anticipated. The consultants made an effort to assist teachers in developing effective strategies. While this assistance was effective in some cases, a more systematic approach is required. One effect of breaking system from the traditional large group instruction appears to be an initial feeling of discomfort. Discomfort is a predictable outcome of attempting an innovative approach. It is an outcome which must be anticipated and planned for. Several teachers who were able to handle this initial discomfort were quite successful in developing individualized, learning center-oriented approaches.

The teachers were asked in the last week of the program,

to anonymously report their feelings about the summer program.

A sample of the comments received is reported below.

"I enjoyed teaching in the summer program. It has really been an ideal teaching situation."

"The Title I Program this summer was a well organized program. I can not think of anything that could have been added."

"I feel that the program was a success."

"This program has been great and very beneficial in many respects."

"I think this years summer program has been a worthwhile one for all pre-school children. The atmosphere at the school has been relaxed and the children have been happy and eager to attend."

"I have enjoyed teaching in the summer program and I feel it has been a good summer."

"I think the enthusiasm of the children tell us that it has been a good program."

"I feel that the Title I summer program has been excellent. Teachers have been given every possible consideration and any desired material. This has certainly been good for morale - and that of course, is best for the children. I think things have been well organized, and gone quite smoothly. Happy children's faces sum up the program as I'm concerned."

"The program as a whole is generally good. The children are enthusiastic which is a good sign since school is a regular part of their lives. The program has really been organized for which I am grateful. Also the administrators are co-operative, we can get almost anything we need. Many school systems lack this co-operation and believe me, it is essential."

The teacher and aide evaluation completed at the end of the program is reproduced as follows with a tally of the ratings included.

Teacher and Aide Evaluation

Scale:

1 Very Poor
2 Poor
3 Average
4 Good
5 Very Good

	1	2	3	4	5
1. The organization of the Title I Summer Program		4	4	4	8
2. The value of the Consultants		3	7	9	1
3. Length of the Program (½ day)			1	8	10
4. Length of the Program (6 weeks)		2	2	5	10
5. The amount of materials available				2	18
6. Materials were appropriate to the level of the program (kindergarten)			2	1	17
7. The behavior objectives were clear and easy to understand	1	3	4	10	2
8. The objectives were appropriate to level of the program (kindergarten)	1	1	1	12	5
9. The number of objectives included	1	3	8	7	1
10. The objectives were stated in behavior form		1	5	12	2
11. Amount of time spent on the pre-tests	2	14	3		
12. The reliability of the pre-test		5	9	6	
13. The validity of the items on the pre-test		2	8	8	1
14. The over-all value of the pre-test with regard to "knowing" the students		2	7	6	5
15. The over-all value of the pre-test		1	7	8	4
16. For the objectives established with the pre-test, field trips, open house, amount of time available to teach the objectives		2	11	3	4

	1	2	3	4	5
17.		1	4	8	7
18.			5	9	2
19.				8	12
20.		1	7	8	4
21.	1	4	4	8	3
22.				8	12
23.		1	5	6	8
24.	2	1	4	10	3
25.		2	9	5	4

Recommendations

1. Behavioral objectives should continue to be an integral part of Title I Programs.

2. The performance of the children who were enrolled in the kindergarten program this year should be used as at least one criterion for the formulation of the future behavioral program.

3. Teachers who will be involved in the next kindergarten program should be more actively involved in determining which objectives are included.

4. Parent participation should be expanded. During each of the last four weeks of the program, one-fourth of the parents should be invited to participate in the classroom as frequently and extensively as they desire.

5. Field trips should be continued. It is recommended that at least one field trip be devoted to exploring the local area.

6. The cafeteria should continue to be used as an indoor recreation area and the stage should be used for the play house equipment.

7. Community helpers and professionals should be invited to participate in the program.

8. At least one hour should be allotted for teacher planning prior to the beginning of the school day rather than after the children leave.

9. The pre-test of objectives should be shortened.

10. If possible all classrooms should be contained in the main building and trailers should be used only if absolutely necessary.

11. The present policy of employing teacher aides who are enrolled in training program should be continued.

12. The use of consultants should be continued.

13. Administrative staff and consultants should keep a diary of daily activities.

Appendix A

A Program Description

1. Analysis of Needs and Program Activities for Summer Session.

A. Group of Children

First Graders

B. Grade Level or Ages of Children

Ages 5 year olds who will be 6 by September and all 6 year olds

C. Number of Resident Children in this Group

There will be approximately 125 children of first grade level in Madison County who will commence their formal education next school session, and who will be eligible for Title I assistance. This figure is derived from percentages of present school children by grade level in comparison with the entire age group of each grade level. Presently there are 128 children in Madison County first grades eligible for support by Title I funds. This project will be held at a centrally located school (Madison Elementary) which is accessible to all target areas. The project will be of six weeks duration for pupils with pre- and post- evaluation of program by the personnel, teachers, teacher aides, etc. to be set-up the week before and after pupils attend.

D. Analysis of Needs

These children come from culturally and/or economically and educationally deprived backgrounds. They need to be made aware of the community around them. Many of them are shy and have poor language habits. Needs are identified through individual conferences with parents on beginners registration days which are scheduled in the early part of the calendar year. Educational progress of elder brothers and sisters is in constant review along with test results. Home visitation by home-school coordinator and welfare case workers are made prior to the program. Review is made of home background information which is recorded on each child's cumulative record. Also noticeable characteristics of these educationally deprived children such as low verbal functioning, negative attitude toward school and education, emotional and social instability, low occupational and educational aspiration level, lack of ability to communicate orally with their peers, and poor social behavior and lack of civic pride are studied within these children.

Behavioral objectives have been designed to give direction to the purposes of the program.

E. Description of Title I Instructional Activities and Services to be provided for project area children.

Performance Objective No. I - Pre-Reading Readiness

At the completion of six weeks of introductory experiences, being provided with experiences in identifying shapes, learning the names of objects and things, the children enrolled in this program will demonstrate an increase in pre-reading readiness as shown by pre- and post-testing of Behavioral Objectives in Appendix B.

Process Objective - A

During the first week the teacher will test each child with the developed behavioral objectives to determine the child's achievement through a pre- and post-test evaluation.

1. Person responsible: Teacher and Aide
2. Activity: Testing of each child with Behavioral Objectives
3. Time Factor: To be completed the first week
4. Tangible Outcome: Short term objectives developed

Process Objective - B

During the second week the teacher will construct interim short term objectives to increase the student's pre-reading skills.

1. Person responsible: Teacher
2. Activity: Constructing short term objectives
3. Time Factor: To be completed by the second week
4. Tangible Outcome: Increased reading readiness skills

Process Objective - C

During the last week of the program the teacher will test each child with the developed Behavioral Objectives to determine the child's achievement in relation to the performance objectives for pre-reading readiness.

1. Person responsible: Teacher and Aide
2. Activity: Testing of each child with Behavioral Objectives
3. Time Factor: To be completed during the last week
4. Tangible Outcome: To determine child's achievement in relation to the performance objective

Performance Objective No. II - Language

After taking field trips and being provided with varied art, music, play, talking, and listening experiences,

the children enrolled in this program will demonstrate their increased ability to use oral language by discussion of activities and recall of details with the use of snapshots and tell and dictate stories with increasing complexity of sentences and vocabulary, as measured by comparison between pre and post performance of the Behavioral Objectives relating to language development in Appendix B.

Process Objective - A

During the first week of school the teacher will provide a short activity such as a walk near the school, after which the children will record on tape a story about something they saw. The same procedure will be followed the last week of school, and the two tapes will be evaluated in terms of content, sentence complexity, and number of words to determine growth in oral language.

1. Person responsible: Teacher
2. Activity: Taping of oral language
3. Time Factor: First and last week of school
4. Tangible Outcome: Observable increase in language skills

Process Objective - B

During the first week of school the teacher will provide a play activity after which she will have the children draw a picture of the play activity and dictate a story. During the last week of school the teacher will provide a similar activity and have the children draw a picture and dictate a story. The second story will be compared with the first story in terms of content, complexity of sentence, and number of words.

1. Person responsible: Teacher
2. Activity: Providing a play activity
3. Time Factor: The first and last week of school
4. Tangible Outcome: Observable increase in language skills

Process Objective - C

During the various activities in the program the teacher and other personnel will take snapshots to be used in recalling experiences and telling stories.

1. Person responsible: Teacher and Aide
2. Activity: Taking snapshots
3. Time Factor: During the entire six weeks
4. Tangible Outcome: Aiding in language experience and recall

Process Objective - D

Before and after every field trip or art, music, listening and play experience the teacher will provide opportunities for making plans, discussing and recalling experiences which will be recorded as stories on tape or written as stories with pictures.

1. Person responsible: Teacher and Aide
2. Activity: Taking field trips
3. Time Factor: During the entire six weeks
4. Tangible Outcome: Aiding in language experience

Performance Objective No. III - Math

After being provided with appropriate experiences in readiness activities for first grade Math the children involved in the program will demonstrate an increase in pre-math readiness skills as shown by pre- and post-testing of the Behavioral Objectives relating to Math in Appendix B.

Process Objective - A

During the first week of school the teacher will observe and evaluate each child's pre-math readiness skills in order to develop interim mathematical objectives.

1. Person responsible: Teacher
2. Activity: Observation evaluation
3. Time Factor: To be completed during the first week of the program
4. Tangible Outcome: Development of short term objectives

Process Objective - B

After using appropriate manipulative visual and auditory materials, the teacher will provide daily pre-math readiness activities based on the need of the children.

1. Person responsible: Teacher
2. Activity: Constructing short term objectives
3. Time Factor: The second through the fifth week
4. Tangible Outcome: Increased math skills

Process Objective - C

During the last week of school the teacher will evaluate the achievement of each child in relation to the performance objectives for mathematics.

1. Person responsible: Teacher

2. Activity: Evaluation
3. Time Factor: To be completed during the last week of the program
4. Tangible Outcome: To determine the child's achievement in relation to the performance objective

Performance Objective No. IV - Affective Behavior

After participating in a preschool program designed to provide acceptable school behavior standards and opportunities to perform as a group member, to interact with peers, to listen to stories, music, and each other, these children will demonstrate their ability to play together without disagreement, to take turns, to share equipment and materials, and to listen to each other and the teacher, as measured by pre- and post-testing of the Behavioral Objectives related to the affective domain in Appendix B.

Process Objective - A

During the first week of school the Psychologist and teacher will observe and evaluate each child with the Behavioral Objectives relating to the affective domain which will determine social needs and objectives for each child.

1. Person responsible: Psychologist and teacher
2. Activity: Evaluation of growth in the affective domain
3. Time Factor: To be completed during the first week
4. Tangible Outcome: Identification of behavioral needs

Process Objective - B

The teacher using information from the pre-test data will develop interim objectives in the affective domain for each child.

1. Person responsible: Teacher
2. Activity: Constructing short term objectives
3. Time Factor: To be completed by the second week
4. Tangible Outcome: Observable improvement in behavioral skills

Process Objective - C

During the last week of school the Psychologist and

teacher will evaluate each child in relation to the performance objectives for the affective domain.

1. Person responsible: Teacher and Psychologist
2. Activity: Testing and evaluation of each child's behavioral skills
3. Time Factor: To be completed during the last week of the program
4. Tangible Outcome: To determine child's achievement in relation to the performance objective

Performance Objective No. V - Psycho-Motor Behavior

After being provided with appropriate experience and learning activities relating to psycho-motor behavior all children will demonstrate an increase in motor skills as measured by the Behavioral Objectives as described in Appendix B.

Process Objective - A

During the first week the teacher will observe and record each child's motor skills through the use of behavioral objectives as a basis for developing individual interim motor skill objectives.

1. Person responsible: Teacher
2. Activity: Evaluating each child's individual motor skills
3. Time Factor: To be completed during the first week of the program
4. Tangible Outcome: Identification of motor skills needs for each individual child

Process Objective - B

Using the information procured from the pre-test of Behavioral Objectives interim short term objectives will be developed by the teacher to increase the students motor skills.

1. Person responsible: Teacher
2. Activity: Constructing short term objectives
3. Time Factor: To be completed by the second week
4. Tangible Outcome: Observable improvement in motor skills

Process Objective - C

During the last week of school the teacher will observe and evaluate the achievement of each child in relation

to the performance objective for psychomotor skills.

1. Person responsible: Teacher
2. Activity: Evaluation
3. Time Factor: To be completed during the last week of the program
4. Tangible Outcome: Observable improvement in motor skills

Process Objective - C

During the last week of school the teacher will observe and evaluate the achievement of each child in relation to the performance objective for psychomotor skills.

1. Person responsible: Teacher
2. Activity: Evaluation
3. Time Factor: To be completed during the last week of the program
4. Tangible Outcome: To determine the child's achievement in relation to the performance objective

F. Related Services

1. The local health and welfare agencies will be included in efforts to assure adequate clothing and health services for all children in the program.
2. Food services will include a mid-morning snack to supplement the regular diet with nutritional food which will not interfere with the pupils' desire for lunch. The snack will aid pupils who did not have adequate breakfast and quench mid-morning hunger pains and thirst.
3. Transportation services will be provided for all pupils attending the program on state-regulated school buses, using qualified school bus drivers. Bus routes will be established to provide the most direct route to school for each child. Such transportation provisions will encourage maximum pupil attendance.
4. Two field trips will be planned for the children to provide enrichment and learning experiences.
5. In-service training will be provided for staff members through the University of Virginia School of General Studies to assist the staff in adequately providing for the pupils' needs.
6. Parent participation will be provided by inviting parents to observe their children and to talk with the staff regarding their children. An open house will be held for all parents.

7. Publicity of the program will be provided through the local news media. A filmed record of activities will be prepared suitable for presentation to civic groups.

G. Capital Outlay

Equipment purchased in previous programs will be used. Due to the lack of film projectors and cassette tape player-recorders previously purchased, there is the need for additional purchases to insure the program's success. (See Appendix C for a listing of all materials used in the Program.)

Appendix B

Objective 1:

Identify loud and soft sounds
Test Item:
1. Drop book on table - ask child if that is a "loud" or "soft" noise.
1b. Drop pencil on table - ask child if that is a "loud" or "soft" noise.
* Results: 1a. Pre-test 89% 1a. Post-test 95%
1b. Pre-test 89% 1b. Post-test 95%

Objective 2: Auditory sequencing. The student can imitate specific patterns.
Test Item:
Teacher has one block and child one block. Teacher beat pattern ../. with block and ask child to make same pattern with his block. Repeat with second pattern ././..
Results: Pre-test 64% Post-test 89%

Objective 3: Recognize words that rhyme.
Test Item: Teacher discusses with child that words that rhyme sound alike such as "dog and log". Now I am going to ask you which one of these words rhymes with cat, ball, hat, ring, which sounds like cat. Repeat instruction for pan-bear-tree-man and cook/look/bird/song.
Results: Pre-test 22% Post-test 46%

Objective 4: Upon hearing a number of paired words, the learner will be able to identify words beginning with the same sound.
Test Item: Teacher discusses with child that some words begin with the same sound - such as fish - fork - fan. Can you tell me which one of these words begins the same as fish - fork - fan? Pencil, match, fun, hammer.
Results: Pre-test 23% Post-test 38%

Objective 5: Give a group of four or five pictures, recognize pictures of the objects whose names rhyme.
Test Item: Use supplement sheet #5.
Results: Pre-test 21% Post-test 50%

Objective 6: After you hear a dictated word, pronounce another word that rhymes with it.
Test Item: Teacher discuss with child that some words sound alike - such as bear - hair. Would you tell me a word that sounds like fan. Repeat for bat - book.
Results: Pre-test 13% Post-test 40%

Objective 7: Recognize the colors red, blue, green, brown, yellow, orange, purple, and black and call them by name.
Results: Pre-test 53% Post-test 83%
* PERCENT REPRESENTS THE PERCENT OF CHILDREN PASSING EACH ITEM.

Objective 8: Relational. Child given a yellow rod can select
a. rod the same length
b. a rod shorter
c. a rod longer

Results:	Pre-test		Post-test	
	8a	97%		100%
	8b	80%		92%
	8c	85%		96%

Objective 9: Relational. Given a set of rods child can when shown a yellow and red train make a 2 car train.
Test Item: a. the same length
b. shorter
c. longer

Results:	Pre-test		Post-test	
	9a	76%		87%
	9b	68%		82%
	9c	70%		84%

Objective 10: Relationship
Test Item: Child can use the rods to demonstrate solution of
a. purple plus yellow is same length as what rod
b. red plus what is same length as the brown rod

Results:	Pre-test		Post-test	
	10a	45%		62%
	10b	40%		62%

Objective 11: Student will be able to tell a story about something he has seen, heard, or read upon direction.
Results: Pre-test 60% Post-test 93%

Objective 12: After listening to a short story, identify the proper sequence of a series of four pictures related to the story.
Test Item: Teacher says, "I'm going to tell you a story about Terry. Terry awoke in the morning for school. She put on her clothes and shoes. She ate a good breakfast. Then she was all ready for school." Now - take these pictures and arrange them in the same order as Terry did in the morning.
Results: Pre-test 60% Post-test 88%

Objective 13: After listening to a story, match answers with questions on the details.
Test Item: Tell Story - Muff is a little yellow kitten. She drinks milk. She sleeps on a chair. She does not like to get wet.
Ask questions:
Results: Pre-test 32% Post-test 80%

Objective 14: Verbally identify the main idea in an oral passage that you have just heard.
Test Item: Teacher reads: "a fireman has a very important job. He must be ready at any time to answer the call for help. If he is sleeping he must have his boots ready to put on. Also, the

fire truck must be ready to go, so our fireman can come quickly when we call.

Teacher asks: What is the most important part of the story?
a. that a fireman keeps his boots by his bed?
b. that a fireman has a very important job and must be ready when called?

Results: Pre-test 29% Post-test 77%

Objective 15: Student can describe in own words the probable reactions of persons in pictures and stories. Teacher shows child - Boy eating - picture

Test Item: Teacher asks - "How will this boy feel in a little while? Answer must be full, good, better or sick or similar response.

Results: Pre-test 76% Post-test 94%

Objective 16: Given a set of 2 triangles, squares, rectangles, diamonds and circles child can identify each.

Results: Pre-test 14% Post-test 66%

Objective 17: Given a set of A blocks the child can group all the blocks by shape.

Results: Pre-test 62% Post-test 88%

Objective 18: Given a set of A blocks child can group all red triangles.

Results: Pre-test 38% Post-test 83%

Objective 19: Given a set of A blocks child can group all big red diamonds.

Results: Pre-test 33% Post-test 74%

Objective 20: Child can count from 1 - 10

Results: Pre-test 74% Post-test 87%

Objective 21: Child can count from 3 - 7

Results: Pre-test 36% Post-test 63%

Objective 22: Given a sequence of 10 blocks the child will identify 1st, 2nd, and 3rd, 10th scale.

Results: Pre-test 37% Post-test 62%

Objective 23: When presented with a number line (1 - 10) with the numeral 6 missing the child can write in the missing numeral.

Results: Pre-test 40% Post-test 55%

Objective 24: When presented with the numeral 5 the child will make a set of A blocks to agree with the numeral.

Results: Pre-test 68% Post-test 80%

Objective 25: Given a set of 4 A blocks child can - a. say the numeral for the set b. write the numeral for the set.

Results Pre-test a. 79% Post-test a. 87%
b. 27% b. 52%

Objective 26: Given 2 disjoint sets of 3 and 4 A blocks the child will unite the sets giving the cardinal number of the resulting set (7).

Results: Pre-test 54% Post-test 65%

Objective 27: Given a set of 8 rods the child will identify and remove 2 members and identify the number in the resulting set.

Results: Pre-test 61% Post-test 73%

Objective 28: Using the number line the child can - a. demonstrate that 3 + 2 = 5 b. solve 3 + 1 = _____.

Results: Pre-test a. 23% Post-test a. 31%
b. 17% b. 34%

Objective 29: Student can describe in own words how two objects or pictures differ.

Test Item: Teacher asks: "How are shoes and a hat different?"

Results: Pre-test 51% Post-test 84%

Objective 30: Follow in order verbal directions involving three directions.

Test Item: Teacher says: I will tell you to do several things. You listen until I stop and then do them in the order I ask you to do. Touch the book, point to the door and clap your hands.

Results: Pre-test 71% Post-test 94%

Objective 31: After listening to a story, describe the events that happened first, next, and last in the story.

Test Item: I am going to tell you a story, then I will ask you a question about it. Sam is a little boy. He went to his friends house. They played ball together.

What happened first? a. they played ball together b. he went to his friends house. c. Sam then had to go home.

What happened nest - repeat questions

What happened next - repeat questions

Results: Pre-test 52% Post-test 80%

Objective 32: Fluency and encoding.

Test Item: a. the student can communicate verbally b. has average fluency of speech c. without undue hesitation or stuttering.

Results: Pre-test a.) 33% Post-test a.) 84%
b.) b.)
c.) c.)

Objective 33: Articulation
Test Item: The student uses words with correct pronunciation of initial, medial and final sounds

Repeat after me:	Proper pronunciation	Poor pronunciation of initial medial final
Brother	* Pre-test 61%	* Post-test 56%
Girl	Pre-test 89%	Post-test 81%
Snake	Pre-test 83%	Post-test 77%
Chain	Pre-test 91%	Post-test 82%
Sled	Pre-test 82%	Post-test 81%
Train	Pre-test 85%	Post-test 80%
Rate	Pre-test 78%	Post-test 74%
Blush	Pre-test 74%	Post-test 70%

* The post-test scores of this objective suggest a flaw in method of accurately recording sounds and teachers increased expectations of students.

Objective 34: Child will locate on the teacher or aide by pointing to:
a. eyes b. hands c. mouth d. hair e. nose f. feet g. fingernails h. shoulders i. elbows j. knees k. back l. neck m. chin n. forehead o. wrists p. arms q. legs r. toes.
Results: Pre-test 15% Post-test 82%

Objective 35: Self-identification
a. Teacher asks child his own name
b. Teacher shows child three photographs - one is himself - ask child to find the picture of himself
Results: Pre-test a. 98% Post-test a. 100%
b. 98% b. 99%

Objective 36: The student can identify up, down, top and bottom.
Teacher Item: Teacher asks child

a. point up	Pre-test 92%	Post-test 99%
b. point down	Pre-test 92%	Post-test 99%
c. touch the top of the table	Pre-test 92%	Post-test 99%
d. touch the bottom of his shoe	Pre-test 92%	Post-test 99%

*Objective 37: Follow directions in making a copy of your own name from a model. Teacher gives child a copy of his name and asks child to print his name like the copy.
Results: Pre-test 56% Post-test 63%
*This objective only represents a child's ability to copy from a "model," not his ability to write his name.

Objective 38: When presented with a picture as below child will point to the triangle that is

a. on the line	Pre-test 90%	Post-test 96%
b. below the line	Pre-test 69%	Post-test 93%
c. above the line	Pre-test 66%	Post-test 93%

Objective 39: Student can identify right and left. Teacher asks child

a. hold up your right hand — Pre-test 40% Post-test 81%
b. hold up your left hand — Pre-test 40% Post-test 81%

Objective 40: Given a series of pictures, follow the left to right sequence with your finger, telling about each picture.
Test Item: Teacher asks child to "look at picture story, point to first picture and tell a story about each picture."
Results: Pre-test 71% Post-test 83%

Objective 41: Given a series of pictures in two or more lines, the child can follow the progression transferring from the end of the top line to the left side of the next line. Same direction as No. 40, except child must return to second row-left and continue story.
Results: Pre-test 51% Post-test 61%

Objective 42: Child can reproduce the following rod pattern
Test Item: R P R P
Results: Pre-test 69% Post-test 85%

Objective 43: Child can add two more members to the following patterns of rods.
Test Item: R P R P - -
Results: Pre-test 49% Post-test 81%

Objective 44: Given 2 sets of 5 green and 5 red pieces the child can relate the two sets 1-1.
Results: Pre-test 57% Post-test 76%

Objective 45: Using 6 red and 6 green pieces the child can conserve number when the pieces are
Test Item: a. spread out linearly
b. spread out in a . . . format
Results: Pretest a. 53% Post-test a. 54%
b. 45% b. 48%

Objective 46: Auditory decoding. The student can follow simple verbal instructions, and can indicate by gesture or words the meaning or purpose of auditory stimuli such as animal sounds, nouns or verbs.
Test Item: Point to the right picture as I make the sound.

a. Picture of a lion - - GRRRRRRRR Pre-test 93% Post-test 98%
b. Train - - Choo - Choo Pre-test 93% Post-test 98%
c. Duck - - Quack, Quack Pre-test 93% Post-test 98%

Objective 47: Body Localization. The student can locate his eyes, hands, mouth, hair, nose, feet, eyebrows, fingernails, shoulders, elbows, knees, back, chin, forehead, wrist, arms, legs, and toes.

Test Item: Eyes
Hands
Mouth
Hair
Feet
Nose
Eyebrows
Fingernails
Shoulders
Elbows
Knees
Back
Chin
Forehead
Wrist
Legs
Toes

Results: Pre-test 78% Post-test 74%

Objective 48: Social Goals. Each child will learn the first name of every child in his class.
Results: Pre-test 8% Post-test 89%

Objective 49: Social Goals. The incidence of social aggression. All children will demonstrate that sharing behavior is part of their behavioral repertoire.
Results: Pre-test 87% Post-test 93%

Objective 50: Student will volunteer to speak before group.
Test Item: Aide will ask for volunteers to tell the group what he or she did yesterday. Size of group will be 5 - 8 children.
Results: Pre-test 53% Post-test 80%

Objective 51: Visual motor fine muscle coordination. The student can judge fine physical responses without gross error.
Test Item: Untie your shoelaces Pre-test 54% Post-test 58%
Tie your shoelaces Pre-test 54% Post-test 58%

Objective 52: Balance: The student can balance on a balance board, as well as stand on one foot seven seconds.
a. The student can stand on a balance board for a count of 5.
Pre-test 84% Post-test 83%
b. The student can walk across the balance board.
Pre-test 77% Post-test 82%
c. Can stand on one foot for 7 seconds.
Pre-test 94% Post-test 93%

Objective 53: The student holds material at an appropriate working distance.
Pre-test 95% Post-test 95%

Objective 54: Crawling: The student can crawl on hands and knees in a smooth coordinated fashion. The student can crawl 10 feet with hands and knees in position.

Pre-test 98% Post-test 98%

Objective 55: The student can skip, alternating feet, around a circle of players.

Pre-test 77% Post-test 84%

Objective 56: Catching: The student can catch a ball.
Test Item: The student can catch a playground ball without letting it touch the ground when it is thrown underhand from 10 feet.

Pre-test a. catch 11% Post-test a. 96%
b. throw 92% b. 98%

Objective 57: Running: The student can run an obstacle course of 39 yards without a change of pace.
Results: Pre-test 92% Post-test 94%

Objective 58: Walking: The student can walk erect in a coordinated fashion without support.
Results: Pre-test 100% Post-test 100%

Objective 59: Sitting: The student can sit erect in a normal position without support.
Results: Pre-test 100% Post-test 100%

Objective 60: Jumping: The student can jump back and forth over a line 3 times without falling.
Results: Pre-test 93% Post-test 95%

Objective 61: Given 3 objects with 2 objects identical, the learner can indicate the two objects which are identical.
Results: Pre-test 93% Post-test 94%

Objective 62: Visual memory: The student can verbally recall which of 4 items is removed from the environment. Given: a pair of scissors, a milk carton, a spoon, and a pencil in a line the student can recall after looking away that the spoon is missing.
Results: Pre-test 89% Post-test 93%

Objective 63: Given clay child will make equal balls and when one is modeled into a "hot dog" child will demonstrate that the volume is conserved.
Results: Pre-test 31% Post-test 47%

Objective 64: Given a bag of 10 red pieces and 1 green piece (placed in bag by child) as teacher draws marbles from bag child predicts result of drawing showing that he realizes that

red is more likely.
Results: Pre-test 57% Post-test 60%

Objective 65: Given a set of 12 coins (3 pennies, 3 nickels, 3 dimes, 3 quarters) child can identify the coins on request.
Results: Pre-test 49% Post-test 76%

Objective 66: Given the following geometric figures the child can identify each as open or closed. Score Right minus wrong.
Results: Pre-test 82% Post-test 83%

Objective 67: Child can verbally tell his age.
Results: Pre-test 84% Post-test 92%

Appendix C

MATERIALS USED IN THE SUMMER PROGRAM 1972

Plastic telephones
Beaded alphabet cards - Manuscript Capitals
" " " Manuscript Lower Case
Go together lotto
Jumbo lotto
Scissors Rack
A-2 Rhyming Puzzles

Flannel Board Aides:
Trains
Cars & Trucks
Nutrition Set
Safety Streets & Sidewalks
Air Transportation
Zoo animals
The School
The Farm
Color Recognition
Opposite Concepts
Rhyming Pictures
Arithemetic Readiness Vocab.
The Season
Community Helpers
Numeral Assortment
Holiday Cut-Outs
Farm Animals
New Math Readiness
Ideal Readiness Charts

Let's Learn Sequence
Raised Line Drawing Kit
Paper Bag Puppet Patterns
Graded Squares, Circles, Triangles
Parquetry Blocks
Wood Beads ½"
Nuts n Bolts
ABC Blocks
Learning Tower
Color Dominoes
Mother Goose Puzzles
Stacking Discs
Wood Jumbo Beads #702
Number Puzzles
Stepping Stones - Dots
Modeling Clay
Pipe Cleaners
Pipe Cleaner Kits

Blocks
Tinkertoys
Rubber African Animals
Rubber Zoo Animals
Rubber Farm Animals
Tunnel of Fun
Peel & Put
Beginning Puzzles
Miscellaneous Puzzles
Instructor's Easel
Pupil's Easels
Counting Frame
Sounds & Patterns of Language Kit and Easel Display Board
Hollow Blocks
Primary Globe
Mirrors
Wooden Dominoes
Cutlery Set
Aluminum Baking Set
Bean Bag Game
Ring Toss
Frostig MGL
Objects that Rhyme
Kinesthetic Numerals
Flannel Board
Wooden Airplane
Wooden Freight Boat
Wooden Sedan
Wooden Express Truck
Wooden Box Beads
Tell-Again Story Cards Level I and II
Cash Register
Toy Money
Wooden Zoo Animals
Wooden Farm Animals
Wooden Transportation People
Wooden Community Helpers
Workers in Our Neighborhood
How About You (Health Chart) & Manual

Manila Drawing Paper
Guide Line Ruled Paper
Primary Story Pads
Construction Paper
Thumb Tacks
Safety Pins
Paper Clips
Kindergarten Crayons
Staples
Scotch Tape
Masking Tape
Rubber Bands
Magic Marker Sets
Rubber Bands - Assorted
Finger Paint
Powder Tempera
Finger Paint Paper
Beginner Pencils
Kleenex
Blunt Scissors
Roll Books
Plan Books
DUSO Kits with cassettes
Peabody Language Development Kits
Zip's Book of Animals
Shap-o

Test Materials
Films
Filmstrips
Glue and Paste
Transparency Overlays
Sets and Numbers K
Programmed Primer
1st Ed. (Sullivan)
Frostig: Early Detection Inventory
Frostig: Pictures and Patterns
Manipulative Materials for Math and Reading
Math Games
Reading Games
S. R. A. Kits
Newspapers and Magazines
Reading Workbooks
Paperback Books
Readers Digest Skill Builders
Mongol Color Pencils
Rhythm Band Sets
Childcraft Puzzles
Rods, Attribute Blocks, and Geo-Boards

We All Like Milk
What We Do Day by Day --- National Dairy Council
Where We Get Our Food

Set of Traffic Signs
Duplicator Paper
Duplicator Fluid
Duplicator Masters

Audio Visual Equipment

Records:
"Learning Basic Skills Through Music
"Learning Basic Skills Through Music - Vocabulary AR 521"
"And The Beat Goes On - For Physical Education - Elementary LP Album 5010"

Professional Books Used In Summer Program 1972

Behavioral Objectives Sets - Reading, Math, Psychomotor, Science, Social Studies

Instructional Objectives Sets - K-12

Piaget's Theory of Intellectual Development: An Introduction.

Discipline in the Classroom by Staten W. Webster

When Teachers Face Themselves by Arthur T. Jersild

Teacher Diagnosis of Educational Difficulties by Robert M. Smith

Behavior Modification in the Classroom by Fargo, Behrns, Nolen

Directive Teaching of Children with Learning and Behavioral Handicaps by Thomas M. Stephens

All About Me Girl's Book by Margaret W. Hudson

All About Me Boy's Book by Margaret W. Hudson

Launch - A Handbook of Early Learning Techniques for the Preschool and Kindergarten Teacher by Mary E. Platts

Pygmalion in the Classroom by Rosenthal and Jacobson

Developing Attitude Toward Learning by Robert F. Mager

Behavior Modification - The Human Effort by Robert E. Bradfield

Plus - A Handbook for Teachers of Elementary Mathematics by Mary E. Platts

How to Use Contingency Contracting in the Classroom by Lloyd Homme

Preparing Instructional Objectives by Robert F. Mager

New Tools for Changing Behavior by Deibert and Harmon

Modifying Classroom Behavior by Buckley and Walker

Teaching/Discipline by Madsen and Madsen

Intervention Approaches in Educating Emotionally Disturbed Children by Peter Knoblock

Developing Attitude Toward Learning by Robert F. Mager

Education of the Disadvantaged by Passow, Goldber, Tannenbaum

The Aggressive Child by Redl and Wineman

Preparing Instructional Objectives by Robert F. Mager

Teacher Diagnosis of Educational Difficulties by Robert M. Smith

Teaching Disadvantaged Children in the Preschool by Bereiter and Engelmann

Invitation to Learning - The Learning Center Handbook by Ralph Claude Voight

Conflict in the Classroom by Long, Morse, and Newman

Developing Individualized Instructional Material by John and Johnson

Toward a Theory of Instruction by Jerome S. Bruner

The Process of Education by Jerome S. Bruner

The Teaching of Young Children - Some Applications of Piaget's Learning Theory by Molly Brearly

The Child's Conception of Geometry by Jean Piaget, Inhelder and Szeminska Transl. E. A. Lunzer
How Children Learn Mathematics - Teaching Implications of Piaget's Research by Richard W. Copeland
The Growth of Basic Mathematical and Scientific Concepts in Children by K. Lovell
Piaget for Teachers by Hans G. Furth
The Child's Conception of the World by Jean Piaget
Thinking and Reasoning - Selected Readings Edited by P. C. Wason and P. N. Johnson-Lair
Living with Children - New Methods for Parents and Teachers by Gerald R. Patterson and M. Elizabeth Gullion
Mathematical Awareness by John V. Trivett
The Child's Conception of Number by Jean Piaget
Science of Education and the Psychology of the Child by Jean Piaget, trans. Derek Coltman
Mathematics - Elementary - Modern Mathematics Through Discovery
Discovering Truth in Numbers Set The White Book
No Read Math Activities by Dr. Donald A. Buckeye
Mathematics And The Child by Frederique Papy (Text Book)
Graphs And The Child by Dr. Frederique Papy
Children and Mathematics by Dr. Frederique Papy
Math Workshop Beginner's Book by Robert W. Wirtz and Morton Botel